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ABSTRACT

A study investigated the effects of Writing Across The Curriculum (WAC) on 23 freshman students concurrently enrolled in composition and history classes at the University of Oklahoma to determine whether the treatment affected student scores on essay exams, student achievement in the courses overall, and student attitudes about the influence of their university courses on one another. These students received regular instruction (i.e., lectures) in the history class but, in the composition class, did various writing exercises and one formal paper related to the history course. A control group was drawn from the same history section but received standard instruction in their composition courses. Essay exam responses and a survey were the data. The essays were scored by a history grader and by scorers using the Core Scoring method, a system developed for scoring police sergeant exams. The course grades given by the history instructor were also analyzed. The test scores were analyzed using a t-test procedure; the survey by chi-square. The treatment group members fared significantly better on the midterm exam and in the course overall. They also felt more strongly that their courses had an impact on one another. Findings suggest that a WAC program may heighten student comprehension and retention in history courses and may also affect student attitudes about the interdisciplinary nature of coursework. (Five tables of data are included; appendixes containing a questionnaire, syllabi, course schedules, exams, scoresheets, and student midterm and final essays and compositions are attached.) (Author/KEH)

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE EFFECT OF A WRITING ACROSS THE CURRICULUM PROGRAM ON STUDENTS IN AN AMERICAN HISTORY CLASS: REPORT ON AN EMPIRICAL STUDY

A THESIS

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirement for the

degree of

MASTER OF ARTS

By

MARK THOMPSON

Norman, Oklahoma

1989

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THE EFFECT OF A WRITING ACROSS THE CURRICULUM PROGRAM

ON STUDENTS IN AN AMERICAN HISTORY CLASS:

REPORT ON AN EMPIRICAL STUDY

A THESIS

APPROVED FOR THE DEPARTMENT OF ENGLISH

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ABSTRACT

THE EFFECT OF A WRITING ACROSS THE CURRICULUM PROGRAM ON STUDENTS IN AN AMERICAN HISTORY CLASS: A REPORT ON AN EMPIRICAL STUDY

BY: MARK THOMPSON

MAJOR PROFESSOR: MICHAEL C. FLANIGAN, Ph.D.

The purpose of this study was to investigate possible effects of a WAC program. Specifically, the study inquired whether the treatment affected student scores on essay exams, student achievement in the course overall, and student attitudes about the influence of their university courses on one another. Twenty-three freshman students were enrolled concurrently in composition and history classes. These students received regular instruction (i.e. lecture) in the history class but in the composition class did various writing exercises and one formal paper related to the history course. A control group was drawn from the same section of history but also received standard instruction in

their composition courses. Essay exam responses and a survey were the data. The essays were scored by a history grader and by scorers using the Core Scoring method, a system developed for scoring police sergeant exams. The course grades given by the history instructor were also analyzed. The test scores were analyzed using a t-test procedure; the survey by chi-square. The treatment group fared significantly better on the midterm exam and in the course overall. They also felt more strongly that their courses had an impact on one another. The study indicates that a WAC program may heighten student comprehension and retention in history courses and may also affect student attitudes about the interdisciplinary nature of coursework.

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THE EFFECT OF A WRITING ACROSS THE CURRICULUM PROGRAM ON STUDENTS IN AN AMERICAN HISTORY COURSE: REPORT ON AN EMPIRICAL STUDY

INTRODUCTION

In the introduction to Young and Fulwiler's Writing Across the Disciplines, Lee Odell asks several questions about writing across the curriculum (WAC) after he quotes a speaker from a national writing conference as saying that WAC is nothing but a new term applied to liberal education (foreword). Odell uses that notion as a basis for questioning both the existence and the impact of WAC. He asks:

> [A]re workshops changing faculty attitudes and practices? Are faculty using pedagogical procedures . . . introduced in the workshops? Have they come to a more sophisticated understanding of ways that writing can be integrated into their courses? If faculty attitudes and practices have been changed, are those changes beneficial? Is student writing improving? Are

> students beginning to change their attitudes toward writing and their perceptions of what writing entails? Are they able to use writing as a means of learning the subject matter of their various courses? (foreword)

A further reading of Writing Across the Disciplines leaves little doubt that WAC is indeed more than a pseudonym for liberal arts. In the first section of chapter one, Art Young details the collaboration of faculty from several disciplines as participants in four, day-long writing workshops (9). As in a liberal arts program the users of WAC should see writing as one of several components of a teaching approach to allow students to become more literate (Flanigan 2-3). However, the structure, pre-planning, and cooperation which are the basis of this method of incorporating writing into many disciplines separates it from the liberal arts' comparatively unstructured idea that writing should be a part of instruction. In other words, most WAC program coordinators not only suggest that instructors include writing in their courses, but also advise the use of certain approaches to writing such as using journals, viewing writing as process rather than product oriented, using peer critiquing, and even incorporating expressive or creative writing into classes usually viewed as more technical (or transactional).

While WAC may be considered as a distinct pedagogical scheme, its value is not certain. All of Odell's questions are important; faculty attitudes and understanding certainly affect any effects of WAC. However, his latter questions are the most crucial; indeed, the critical elements for evaluating any teaching method should be its influence on 1) student performance and 2) student attitudes.

Student performance may be looked at in two ways. First, WAC may be judged on its impact in making the students "better writers". This is an important consideration for instructors in the many fields encompassed by WAC since most of them admit the value of good writing in getting and keeping jobs, and advancing to higher level jobs (through publication, efficient transactional communication etc.).

Second, and perhaps more immediate in a school environment, is the ability of a WAC program to encourage learning. While not primarily concerned with writing per se, instructors may be more interested in writing as a way to help students learn their discipline. Janet Emig (1977), W.F. Irmscher (1979), Linda Flower (1981), and Judith Langer and Arthur Applebee (1987) among others, have suggested a link between writing and learning. Thankfully, these two elements are not mutually exclusive. In fact, this is the major distinction between writing in liberal arts and WAC: the former is product based communicative writing; the

latter, process oriented learning writing--structured to be unstructured, paralleling the "imperfect process of learning" (Flanigan, 9).

Within the sphere of learning enhancement are several subcategories which may be divided into higher level and lower level operations, or based on Bloom's taxonomy which ranges from the 'lower' level such as knowledge to the 'highest' level, evaluation. Emig in "Writing as a Mode of Learning" notes that:

> Lev Vygotsky, A.R. Luria, and Jerome Bruner, for example have all pointed out higher cognitive functions, such as analysis and synthesis, seem to develop most fully only with the support system of verbal language--particularly, it seems, of writing. (122)

Apparently, such higher level skills are by definition placed in a hierarchy above some other skills such as comprehension and application. Yet it is also consistent to say that some of those same higher level skills are dependent on lower level skills. For example, how can students evaluate what they do not comprehend? Hence, lower level is not synonymous with less important; in fact, knowledge and comprehension may be of overriding importance since they form a base upon which the higher skills rest. Implicit in this ranking of cognitive skills is the fact that retention

and comprehension are only two kinds or two parts of learning.

Student attitudes and changes in student attitudes are also important: attitudes towards writing in general, the specific ways instructors teach or incorporate writing, and the influence of programs on learning. Of course, these different opinions can affect one another; that is, students' ideas of WAC's bearing on their grades may color their general notions about writing.

An opportunity to conduct a pilot study which explored the possible connection between writing and learning, and the effect of WAC program on student attitudes came when the Ford Foundation funded a two year literacy program at the University of Oklahoma. The developers of the program formed a literacy model which incorporated six elements: reading, writing, critical thinking, collaboration, interdisciplinary study and speaking. In a speech presented to the Midwest Modern Language Association and subtitled "Constructing a Reality Takes More Than Writing", Dr. Michael Flanigan stressed that writing must be viewed as one component of a student's learning repertoire, not as the only tool for learning. Flanigan went so far as to say that the overemphasis is a threat to the survival of WAC.

In looking at the model and the concerns voiced by Flanigan, it appears that the program and the study serve

each other. If writing is shown to positively affect some components of learning and student attitudes, then it is well placed in the literacy model. If the writing is incorporated in classes that also stress the other parts of the model, then positive results will support its use as one tool, not the tool.

This pilot project included a modified WAC program which coordinated two classes, history and composition, more closely than is usual. Since this type of program is rarely used at universities, this was an excellent chance to test the effects of a WAC program on student performance and attitudes.

The following literature review discusses some theoretical and empirical bases for this study as well as discussing studies which probe student attitudes and performance in relation to WAC. However no other study to this point has 1) examined this modified WAC's effect on student performance in a content area class (history) as evidenced by analysis of essay exams and by the instructor's final grades or 2) surveyed student attitudes about this particular type of WAC program and its effects.

Purpose

The purpose of this pilot study is to investigate the effect of a writing across the curriculum program on student

performance in an American history course and to gage the programs effect on student attitudes about the influence of their courses upon one another. A third purpose is to identify those features which had an effect on the performance and attitudes of students.

Hypotheses

1) That students engaged in a modified writing across the curriculum program will perform better academically in history classes than a control group of similar students.

2) That students engaged in a modified writing across the curriculum program will feel more strongly than a control group of similar students that their classes within the program improved their academic performance.

CHAPTER ONE

REVIEW OF THE LITERATURE

Sources

The literature search involved examining the following sources: Dissertation Abstracts International from 1980 until November 1988; the 1970 and 1982 editions of the Encyclopedia of Educational Research; the ERIC/CIJE index; and the selected bibliographies from the following texts--George Hillock's Research on Written Composition: New Directions for Teaching; Toby Young and Art Fulwiler's Writing Across the Disciplines and Language Connections: Writing and Reading Across the Curriculum; and Lois Barry's Busy Professor's Guide to Writing Across the Curriculum. Also included was one bibliography titled simply Writing Across the Curriculum: A Bibliography but which had no author, compiler, or publication information.

It is interesting that Janet Emig's section on writing, composition, and rhetoric in the 1982 edition of Encyclopedia of Educational Research includes an entire sub-section on writing across the curriculum (WAC) wherein she calls it "perhaps the most pervasive curricular movement in writing" (2030); the "movement" is not even mentioned in Richard Braddock's section on the same topic in the 1970 edition of the same encyclopedia.

This is not to say that the idea of writing in the content areas is new. In an article which looks in part at a historical perspective of WAC, David Russell says that in America it has reappeared masquerading under differing names--"the Functional Writing Program . . . the Prose Improvement Committee"--since at least the turn of the century (184). However, WAC, though it may well be the new term for a resurrected idea, still needs to be defined in the context of this study.

Definition

If one judges by name alone, this movement could well be identified as a component of the liberal arts tradition adopted by numerous schools and universities. The program administered by Fulwiler and Young at Michigan Technological University is the most used form of WAC. In this design the emphasis is to change teacher attitudes about writing in

their classes. Once the instructors decide to use writing, the students writing and learning abilities will be augmented, a so-called "trickle-down theory" or "supply-side pedagogy" (Young and Fulwiler 50). To this end, they rely on teacher workshops to persuade and inform instructors. They seek cooperation and coordination with the faculty.

For the purposes of this thesis, WACm (writing across the curriculum modified) will mean a changed version of the standard form. In the project at the University of Oklahoma, there were faculty workshops to encourage the addition or expansion of writing in content area classes. A more involved coordination of classes was the main difference for this undertaking. In addition to the faculty workshops, instructors for a composition class, an American History class, and a political science class planned to coordinate readings, writing and exams at several meetings during the semester. An effort was made to enroll control and treatment students in the political science class. Due to problems with the enrollment the political science class was not used as part of this study. One paper in the composition class was related to the history class, a paper on discrimination. Even on this paper the students were given wide choices which allowed them to write on diverse topics. Other informal writings and discussions in the composition class were keyed to the history class. For a more complete

description see the heading 'Experimental Treatment' in chapter 2.

Review

While there are many articles and essays which fall under the heading of WAC, most are speculative pieces which lack (or do not discuss) powerful theoretical, pedagogical, or empirical support. Many are simply how-to articles which are based on feelings of what should be a good way or good ways to incorporate writing into many differing classes and areas of study. As Hillocks says in Research on Written Composition, there is a "confusion between what one 'knows' intuitively and personally and what one 'knows' objectively on the basis of systematic evidence" (96). This is an aggravation since there is little research literature in the field and only one project closely resembling the one reported here. Nonetheless, there are some texts which provide bases for implementing a WAC project (standard or modified) to improve student learning and attitudes. The discussion of these is divided into the following categories:

A. Theoretical/empirical connection of writing to learning

B. Empirical studies of WAC

C. Empirical study of WACm which also measured student attitudes

D. Need for the study

Obviously, some texts may be included in more than one category.

A. Theoretical/empirical connection of writing to learning. Anne Herrington in "Writing to Learn: Writing Across the Disciplines," states that writing as learning is an acceptable rationale for WAC (379). The support for saying that writing enhances learning ranges from psychology based theory, to well-run studies, to classroom activities judged in a non-scientific manner. In combination, they are an adequate, multi-disciplinary base.

In a very broad, non-scientific, intuitive way most people would probably agree that writing has something to do with learning. Opening their research report in a historical vein, Judith Langer and Arthur Applebee point out in How Writing Shapes Thinking (1987), that "[h]istorians who have studied the development of literacy have cited the acquisition of writing as a fundamental factor in the development of modern thought--promoting in particular those types of thinking we label 'rational' or 'scientific'" and, so it seems to follow, "tradition assumes that the process of writing will in some inevitable way lead to a better understanding of the topic under consideration" (3).

Pattison might well disagree; he gives the example of Homer who, by modern American standards, would be labeled illiterate. Later though, he does relent enough to say that reading and writing have been considered the basis of literacy for at least the last several hundred years (6).

Langer and Applebee present a very extensive, well-designed, controlled, and reported experimental study about the writing/learning connection.

The report is really on three studies: a pilot (six participants) followed by two larger studies. All three compared comprehension and retention of passages by different groups of students who studied through one of the following: reading and studying, notetaking, study questions (short answer), essay writing, summary writing, analytic writing, and "normal studying" (which does not mean that students employed none of the above methods--they were simply told to study as they normally would). The study was limited in scope to two to four reading passages, one to four week duration treatments, and one to six day time lapse for testing long term recall.

Langer and Applebee found significant positive differences for groups that used writing. Overall, they were able to draw three conclusion from the study: 1) that any kind of writing does facilitate learning better than just reading or "normal studying"; 2) that information "manipulated in more

complex ways . . . tends to be better understood and better remembered and; 3) that "it is the particular information the writer focuses on which is affected" (136).

Probably the article most cited to link writing and learning is Janet Emig's "Writing as a Mode of Learning" in which she uses the work of Vygotsky, Luria, and Bruner as a basis for calling writing a learning "heuristic" (122). Some of the important backing for this claim comes from Jerome Bruner and Jean Piaget's paradigms which postulate that learning is best reinforced "by doing . . . by depiction in an image and . . . by restatement in words" (qtd in Emig 124). She goes on to say that since the act of writing encompasses all three of these types of reinforcement, it is a legitimate, powerful reinforcer.

Possibly a more precise attempt to explain this phenomenon is in a 1982 psychological study titled "Cognitive Processes in Composing and Comprehending Discourse" by Robert Bracewell, Carl Frederiksen and Janet Frederiksen. They base comprehension on discourse structures made up of frames or schemes (such as narrative schemes, conversational schemes, descriptive schemes) in which "[r]ecalls appear to exhibit structure that reflects the global 'macrostructure' of texts in much the way a summary or precis reflects the high level structure and organization of the text it reduces" (149). If this is probable, then it is also prob-

able that writers must create and use the same types of structures when generating text. The authors also posit that the main "difference between [the structures] is the degree of constraint on frame construction" (150). In essence, the point is that people may well use the same kinds of reference structures both to access and to produce written or spoken discourse.

In the conclusions drawn from a preliminary appraisal through task analysis the authors claim that this is a "unified framework" by which one may "assess discourse performance" (162). This hypothesis in itself and the theoretical arguments included in the background support the idea that writing and learning are linked.

In 1982 as a part of the WAC project headed by Young and Fulwiler at MTU, Cynthia Selfe and Freydoon Arabi devised an experiment to gage the effect of journal writing in an engineering class. One class of students was instructed to write in informal journals throughout the term while a similar class taught by the same instructor was not instructed to write in journals. The evaluation of this treatment was mainly an intuitive summary by the instructor and the experimenter; in their admittedly biased judgement, the students in the journal treatment "produced final reports on design projects that were generally more coherent, organized, complete, than were the reports of

students in the control section" (190). If their intuitions are correct, this is a correlation to Bracewell's schema structure--both in a listening/reading and writing scenario and in a writing and writing scenario; that is, the manipulation of data through writing leads to both the comprehension of material from class which enrich the final design report and to practice in using the structures which make the report a better piece of writing.

To return to Langer and Applebee, perhaps a trifle contrary to the title, the research report does focus almost exclusively on writing as learning. Part of the analysis of the materials generated by students was to measure the number of "reasoning operations" (such as questioning, hypothesizing) used in the different kinds of writing (100). The researchers found that "when writing essays, they [students] reconceptualized the content in ways that cut across specific information presented, focussing on larger issues or topics" (101). This seems to echo Bracewell's notion of creating and using frames for accessing information. In any case, it is no accident that WAC is mentioned on the first page of the How Writing Shapes Thinking, for WAC grows directly out of the connection of writing and learning.

B. Empirical studies on WAC. Langer and Applebee also discuss the importance of WAC research:

> The best evidence about the effects of writing on learning would come from studies that examine it directly . . . unfortunately, no research tradition has addressed this question. (91)

Only three studies were found that directly addressed the use of WAC and its effect in a content area class.

In a three day treatment applied in intact classes, Bonnie Konopak, Sarah Martin, and Michael Martin compared the performance of a writing treatment that read, brainstormed, and wrote about a 500 word passage; a non-writing treatment that brainstormed, did a word-search puzzle, and answered comprehension questions about the passage; and a control group that did the word search puzzle and answered the comprehension questions. The measures of performance in this eleventh grade history course were an objective posttest and written pre- and posttests. The objective items were scored as right or wrong, and the written tests were judged on the number and quality of idea units which were defined as "one autonomous bit of information without regard to sentence structure . . . 'panning for gold' was considered one idea while 'panning for gold in mountain streams' was counted as two ideas" (279). These units were then scored for quality using a scale developed by the researchers and which they say is based on their own idea of

quality. The writings were also scored holistically. All methods showed high rater reliability.

The assessment of the objective test showed no significant differences in comprehension. However the writing treatment did outperform the non-writing treatment and the control group in quality of ideas at $p<.05$. Also the writing treatment drew many ideas from differing sources (such as the pretest) while the other two groups relied more on the passage.

Though most effects were non-significant in the other measures, the linear improvement from control to non-writing to writing group is in accord with Langer and Applebee's conclusions. The authors also suggest that the writing group's drawing ideas from several sources is a manifestation of what Emig called "expressive synthesis" (283). Moreover, the authors believe this study reinforces the claim that an integrated approach which combines what Readence, Bean and Baldwin call "the receptive language processes of reading and listening . . . and the expressive processes of writing and speaking" (qtd in Konopak 286) should be used to facilitate learning.

In a study conducted in an introductory college mathematics course, Gerald Burton used essay writing as the independent variable in an experimental treatment. He wanted to know the writing's influence on learning and retaining

math skills and knowledge, and on problem solving and mathematical applications. The samples were five classes, two for the treatment (50) and three for the control (49). Knowledge, retention, and skills were all measured by a 20 question objective test given three times (as pre-, post-, and retention test) The essays were scored for "completeness, accuracy, and clarity" (2492) and the writers assigned to good, average, and poor categories. The results of the study indicated that the writing did not improve achievement but did improve retention.

C. Empirical study of a WACm which also assessed student attitudes. In a study which spanned two years, Calvin Hanrahan collected writing samples, writing attitude surveys, and final exam grades in a college-level world civilization class. The treatment group in this study used the content of the world civilization class as reading content and as a basis for writing assignments in their English class. The control group had a regular English class. The world civilization class, which was the same for all students, also contained a writing component.

The pre- and postwriting samples and the attitude surveys were scored and t-tested. The only significant differences were in the writing attitude surveys of the treatment group which showed a positive change. A Pearson

correlation showed no relationship between any of the variables measured.

This study indicates that though writing and learning are linked, the inclusion of writing in a class does not necessarily improve performance. Other factors, such as how the writing is taught and used almost certainly make a difference. Likewise a change in attitude toward writing does not necessarily improve performance either in writing itself or on the content area class's subject matter.

D. Need for the study. In summary, a good deal of psychology-based theory underlies the assumption that writing reinforces learning. Further, this theory is supported by studies, both well-controlled empirical and qualitative. However, in studies more specific to WAC, no significant correlation between WAC and performance in content area classes has been found.

One possible need suggested by this lack of significant results is that more studies need to be conducted on different types of WAC programs.

The Empowerments of Literacy project implemented at the University of Oklahoma and sponsored by the Ford Foundation allowed for just this sort of study whose method is outlined in the following chapter.

CHAPTER TWO

METHOD

Hypotheses

This pilot study was conducted to test two hypotheses. The available literature suggests that any type of writing is likely to be conducive to learning. While direct studies of writing across the curriculum projects do not show significant differences in learning in the content areas, this may be due to a lack of sufficient research. However, the absence of significant data provides a strong basis for conducting a pilot study to see if there is reason to conduct more serious follow-up studies (that is, more groups adjusted according to effect size, more groups controlled for different variables, more sophisticated analysis.) Accordingly the first hypothesis tested is:

The literature does give some indication that WAC may affect student attitudes about writing. What attitudes change and how they change is not specified. In this project treatment student attitudes about the impact of the program as opposed to control student attitudes about the impact of a normal curriculum were of interest. So, the second hypothesis is:

HO = There will be no differences in student attitudes about the impact of specific courses, particularly of composition classes, on other courses.

Background

In early 1987 the University of Oklahoma, a four-year university with an enrollment of just over 20,000, received a substantial grant from the Ford Foundation to implement a two-year project titled, "The Empowerments of Literacy." The broad purpose of this undertaking was to examine ways to help students read, write and think better--to become more literate persons. A model which delineated the main concerns of the program defined literacy as encompassing at least six components--reading, speaking, writing, interdisciplinary study, collaboration, and critical thinking.

The project, carried out during the entire fall semester of 1987, involved two pilot studies, Pilot I working with honors students and Pilot II working with students

from the general freshman population. Pilot II coordinated three freshman-level classes: American Government, American History, and English Composition. The instructors for these classes met several times through the summer and six times during the fall semester to plan instruction.

Design

This experimental project aimed at a quantitative analysis of student performance as evidenced by scores on history essay exam items. This design used a midtest six weeks into the treatment and a posttest. The student's midterm and final history exams were used as data. One common essay item which each student wrote about was scored using a modified Core Scoring instrument. This method had not been used as a tool in experimental research before; see the section labeled 'A. Scoring Method' on page 32. A t-test was selected as an appropriate analysis tool. Scores given by the history instructor's grader and the final grades given by the history instructor were also to be available for analysis. Neither the grader nor the instructor knew which students in the history class were involved in the project.

A second aim was to study students' attitudes about the impact of classes on one another. To aid in this comparison part of a survey asked specific questions on this topic.

The selected tool for appraising this survey was a chi-square analysis since the responses were frequency data.

Control and treatment students all received regular instruction in their history course. In other words, the history instructor did not alter his material or presentation from the way he normally taught the course. The students were all enrolled in the same section of history 1483. Because of this, no observations were deemed necessary. The treatment students were also all enrolled in the same section of political science 1113. As mentioned earlier, since the focus of coordination was between the history and composition classes, the political science class was not considered a part of the treatment. This course may have affected student performance, but probably no more than would other classes taken by control or treatment students. The treatment group were also all enrolled in the same section of composition 1113. It was in this class that the independent variable, writing in relation to the history class, was manipulated. Most of this writing was informal such as making up mock exams, writing sample answers, and outlining the structure of history lectures. The researcher felt that this would allow a measure of the combined writing and interdisciplinary sections of the literacy model. Although other elements of the literacy model were indeed a part of instruction in the treatment section, those components--

collaboration, critical thinking, reading, and speaking--are also usually stressed in other composition classes.

This claim can be made for three reasons: 1) the treatment composition classes were all taught by graduate assistants who were required to attend a five day workshop shortly before classes started in the fall; much emphasis in the workshop was placed on groupwork which included reading, writing, and critical thinking 2) graduate assistants take a full semester course, Teaching College Composition, during their first semester as teaching assistants; this course stresses the same ideas as those mentioned above, and 3) realizing that a further basis was needed for this assumption, part of a survey given to students inquired about the amount of groupwork and writing (see appendix for sample of survey).

The pre-selected alpha level for both measures was .05; admittedly this low level was picked because the researcher felt intuitively that the treatment was a powerful one. Effect sizes of .5 would be considered practically significant

Selection of subjects

A. Target population. The population includes freshman students at the University of Oklahoma. The university has a 55%-45% mix of males and females, respectively; a 10%

minority population (black, hispanic, Asian American, and native American); approximately 7% international students; and an overall ACT composite of 21.4. The freshman class included members from 47 states and 23 foreign countries with the great majority coming from Oklahoma (Carney). The makeup of the University of Oklahoma does not seem atypical of a large state university, so the target population may also be representative of freshmen at similar size institutions in surrounding states.

B. Sampling. Although the history and political science classes were large, approximately 70 and 200 students respectively, chance enrollment almost certainly would not place the composition students in those two classes. Therefore, flyers were printed and displayed to encourage students to enroll in all three sections concurrently. Enough students with concurrent enrollment (24) were available to fill the treatment composition class.

The procedure for determining a suitable control group became rather involved. First a list was compiled of all the students who were in the appropriate sections of history and government and a composition class. There were not enough students to form a control group, so the decision was made to drop the requirement for enrollment in political science. After this about 65 students who were enrolled in the same history section as the treatment group and who were

also enrolled in some section of composition were available for control subjects. From this list, 35 students were selected on the basis of ACT composite scores and English and social studies subscores, age, and gender (Table 1). The control group was left at this size to allow for attrition and for students who did not take certain exams. In the end the group was reduced to 23 students based on these criteria for inclusion: 1) students had taken both midterm and final exams in their history classes, 2) overall group ACT scores were still comparable to those of the treatment group, and 3) as close a gender balance as possible was maintained. The treatment group began with 24 students and ended with 23. See table 2 for the final matching result.

The spreading of the control group among many sections of composition was also one primary reason for surveying students about their experiences in and attitudes about their classes.

Some effects may be due in part to the fact that treatment students were volunteers while the control group students were not. The treatment group knew they were part of the coordinated program; however, neither group was aware that they were part of a study. Finally, enrollment problems precluded a writing pretest for control subjects. Writing was not a necessary measure for this study but might have allowed an interesting correlation. The treatment students

Table 1: Initial Matching Results

		Treatment	Control
N=		23	35
Males		14	13
Females		9	22
ACT Composite*	Stan Dev	2.03	2.89
	Mean	22.8	22.0
ACT English	Stan Dev	2.56	2.21
	Mean	21.2	21.7
ACT Soc Stu	Stan Dev	4.05	3.80
	Mean	23.3	21.7

Table 2: Final Matching Results

		Treatment	Control
N=		23	23
Males		14	11
Females		9	12
ACT Composite*	Stan Dev	2.03	2.94
	Mean	22.8	22.2
ACT English	Stan Dev	2.56	2.27
	Mean	21.2	21.6
ACT Soc Stu	Stan Dev	4.05	3.77
	Mean	23.3	21.6

*Note: The average composite score for all students at the University of Oklahoma on the ACT is 21.1.

were given a writing pretest (an extended definition), but it was given as a first-day-of-class diagnostic writing.

The treatment took place over the course of a sixteen week fall semester. Some specific activities will follow a general overview of each class. Note: syllabi for the composition and history courses are appended.

A. Composition class. The composition instructor not only taught his section of 1113, but also attended the other two classes on most days. This allowed him to report that the other classes were following the plan made by the three instructors as well as gather information to use in discussions in his own class. The St. Martin's Guide to Writing was the ostensible text for the course, but according to the instructor, the text proper was the students' own writing.

The students worked in small (3-4) collaborative groups for varying periods of time on about 2/3 of the days that classes met. They were also assigned to meet four times outside of class in study groups of four. Participation in these outside groups was not monitored

The instructor gave the following as an example of an in-class writing that was linked to the history course:

1) The instructor discussed the structure (overall focus, organization, linkage to other lectures) of the preceding history class's lecture.

2) The students would examine a test given in a previous semester by the history instructor. (Such tests are available to all students on campus.)

3) The students then worked in small groups to formulate possible history exam questions.

4) A whole class discussion of questions led the instructor to select one question for individuals or groups to write a response to. This response, at different times, might be an informal outline or a paragraph.

5) The instructor would lead a discussion about problems students faced in trying to write about the questions, or students might rate the responses on a scale and discuss within groups why some responses were better than others.

Though the composition course lent itself to the other courses, there were still several papers written that followed the (more-or-less) regular outline of a composition course. The instructor taught a local concerns paper, an extended definition, personal event paper, and interview paper. (See the appended syllabus.)

B. History class. As noted earlier, the history instructor did not alter his regular teaching method; he presented material as lectures. The graded assignments in his course were three quizzes and three exams. The texts for the course were The American People, Salem Possessed: The Social Origins of Witchcraft, John Marshall: Defender of the

Constitution, and Free Soil, Free Labor, Free Men. (The attached syllabus is quite detailed, providing a good weekly summary of topics.)

Data Collection

Essay responses to identical essay items were photocopied, scored, and the scores used for statistical data. The history instructor's midterm exam (given after six weeks of the treatment) and final (given at the end of the semester) each had an essay item that each student was required to answer. Since the students were all in the same section of history, they all took the test at the same time under the same classroom conditions and time constraints.

Near the end of the semester, surveys were distributed by the composition instructors who encouraged students to fill them out and return them. Most forms were returned before the students left class, but some students from each group took the surveys with them and either hand delivered or mailed them later. Eventually, surveys were collected from all 46 subjects.

Data Analysis

Scoring marks from the history instructor's grader and all names were marked out on the 92 essay exam responses. Each composition was given a four-digit number identifying

it as either a midterm or final exam response and as composed by either a control or treatment student. Surveys were coded with a three-digit number which identified the respondent as belonging to one group.

A. Scoring method. Both primary trait scoring and content analysis were considered and rejected. Stringent content analysis was considered too time consuming and too expensive for use in a pilot project--primary trait analysis too broad in its categories. Although it had never been used in scoring history essay responses before, the Core Scoring method seemed a blend of these two methods well fitted to scoring essays for content only. The technique was developed by Gertrude Conlan of the Educational Testing Service for scoring police sergeant exams. In her own description, Conlan recommends Core Scoring for situations where "content [is] all important" and where "the scoring system ha[s] to . . . be one of such consistency and stability that the score given to a particular response [can] be explained, verified, and defended, if necessary, in a court of law" (1-2).

Besides the requirement for content being all important, there are also conditions that 1) "the question has a correct response" and 2) "that the question permits elaboration of the correct response" (Conlan 2).

The scoring scale contains five points with a five being highest and a one lowest. A three is awarded to a "core" or "basic acceptable response"; the student must elaborate or expand on the core to gain a four or five (Conlan 3). The scores are criterion referenced with the criteria listed for each score. To facilitate scoring, a list of illustrative terms are often added for each criterion.

Michael Rosenfeld reports a reliability figure of .96 for adjudicated scores of two readers using Core Scoring (3).

To select criteria for the scores, the history instructor was asked to outline specific information which should be in an acceptable essay response and what should be in a superior essay response. The assistant who actually scored the papers for the history instructor was interviewed separately. Both stressed nearly identical criteria; they also stressed that stylistic and mechanical aspects of papers were not a concern in their grading.

The exam questions were useful in designing the score-sheets. The questions listed are from the midterm and final, respectively:

> Essay item: discuss the major reason or reasons why the Salem Witchcraft trials happened in 1692 according to Boyer & Nissenbaum, the authors of Salem Possessed. Be specific.

Essay item: It is spring 1861. You are a prosperous Illinois small farmer and you have just learned that South Carolina and several other southern states have withdrawn from the Union and have vowed to fight in order to remain separated.

Write an essay in which you give your views on: a) The North and northern society, b) the South and southern society, c) Slavery, and d) the question of expansion of slavery into the western territories. (note: In your answer you do not need to discuss the reality of northern or southern life).

In the interviews the instructor and grader both outlined six areas of conflict which were contributing causes of the Salem trials: rural vs. urban; Putnams vs. Porters; industrial vs. agricultural; town vs. village; old vs. new; and pro-Paris vs. anti-Paris (a preacher).

The scoresheet for the Salem essays was constructed using identification of conflicts, explanation of why situations brought conflict, linkage to the trials, and discussion of the characteristics of the accused as criteria. (Both scoresheets, along with descriptions of core criteria and lists of illustrative terms are appended.)

The Civil War scenario explicitly gave the students four areas to discuss. Because of this, students had to mention

and elaborate at least briefly on all four areas to achieve the core (a three). Students had to elaborate on areas in more than one way to get a four or five. Accordingly, the list of illustrative terms is much longer and is divided into groups on that scoresheet.

With all input coming from the history instructor, his grader and the actual tests, it seems that the Core Scoring descriptors and illustrative terms would provide a measure of the main themes and specific information stressed in the history class.

Scoresheets had spaces for the identification number of the essay being scored, a letter code assigned to the scorer, and the score.

Core Scoring is a very rigid method in two ways. First, once criteria have been set, they may not be altered based on responses. This seems logical, but it is at odds with established procedures for content analysis. Robert Weber in Basic Content Analysis, feels that practicing with anchors is an opportunity to "not only reveal ambiguities in the rules, but it often leads to insights suggesting revisions of the classification schemes" (23-4). Moreover, in the second scoring session, some themes which were mentioned quite often in student papers were not listed on the scoresheet. Perhaps these were of secondary importance to the instructor. Secondly, the scale allows for no disagreement;

that is, scores of three and four (or any contiguous scores) from the two raters are not acceptable as they are in many scoring systems. For example the Educational Testing Service allows a two-point spread on scoring essay portions on CLEP examinations (a seven point scale).

B.Training. Four graduate students from the university were selected as scorers. None had ever scored papers using this method before, nor had they rated papers aside from those which were assignments from the sections of composition which they taught. None of the scorers taught any of the students involved in the study, and none were involved in the study in any other capacity.

The training session took place immediately prior to the actual scoring of the data sets. A different training session and a different scoring session were held for the midterm and the final exam essays. Anchors were chosen from the essays of students who had been dropped from the control group. The anchors represented the entire scale (one to five) with some duplications.

The raters were given copies of the scoresheets and the criteria/illustrative term sheets. The trainer discussed the construction and format of the sheets and allowed the raters time to read over the sheets and ask questions. He also stressed that while correctness was important, conformity was vital. The raters were encouraged to fill in the

scoresheet blanks with abbreviations so they could keep track more easily of areas mentioned.

Most of the discussion centered on how much leeway raters were given in allowing credit for implied references to criteria. For example, would a student get credit for mentioning two areas if in writing about the 'Salem' item he or she said: "The Putnams and Porters were at odds with each other over many issues. They had disagreements about how the church was run." (Answer: No.) Even though possible responses were categorized and descriptors given by the history people were on the sheets, it was obvious from the outset that rater judgement would play a key role in the scoring.

After the discussion, the raters were given one essay to rate. When all had finished, the scores were compared and the raters and trainer tried to reach a consensus by discussing why specific scores were given. Next, the raters were given a set of three essays to rank and rate. The same discussion method was employed after the three essays were scored. In the first session raters scored anchors until there was 100% agreement on two successive anchors. The raters then scored until each essay had been rated by two people (an average of 23 essays per rater).

The only variation in the second scoring session was for the trainer to conduct a random reliability check with each rater. To accomplish this, the trainer at intervals of

approximately fifteen minutes collected the most recently scored essay from the rater. Without looking at the score-sheet the trainer scored the essay. Trainer and rater scores were then compared. Each rater was checked one time, and the agreement was 100%. Since the scale does not allow for disagreement no reliability coefficients were figured (see Crowl 102).

All essays on which scores did not match were sent to a third and, if necessary, fourth reader.

C. Performance of the scoring system. For the initial round of scoring, the raters had 59% agreement. If the scoring method allowed for one point spreads, per centage of papers not sent to a third reader would increase to 93. In the second scoring round the raters had 53% agreement. Most of the disagreements (55%) were two point splits (4-2). This was due to the design of the scoresheet (appended). Category three asks for elaboration on a third and fourth area while category four asks for a second elaboration on an area that had already been discussed. The organization of the sheet seems logical, yet if the third and fourth categories had been interchanged the disagreements between raters would not have seemed as severe. (Though the actual disagreements would have remained the same.) This problem was not detected in the initial scoring of excess papers to determine anchors nor in the training rounds.

Anyone who decides to use Core Scoring as a method for rating essays from content area courses should consider the above figures. Core Scoring may not be appropriate for studies with large numbers of papers unless the system is relaxed to accept contiguous scores. Also the flaw in the second scoresheet may indicate the need for more careful scoresheet design and a lengthier testing phase.

D. Survey. The survey (appended) was constructed with three purposes in mind: 1) to help compare the amount of linkage students in both groups perceived between their composition class and other classes, 2) to show similarities and differences in the treatment and control composition classes, and 3) to show what impact the students felt their composition and history classes had on each other.

The survey consisted of eleven questions with the same five possible responses for each item. Space was also provided for optional comments for each item.

Though there were three purposes behind the survey, the number of questions were limited in order improve the completion rate. The brevity of the survey, coupled with distribution in composition classes, resulted in 100% return with one question not answered by one student.

D. Tabulating data. Since the outcome of the scoring was matched scores, no adding or averaging was needed to obtain raw scores. The overall grades given by the history instructor's grader on the midterm and final exams and the final history course grades given by the instructor were used as data. As mentioned earlier, the t-test was selected as the appropriate statistical tool. The raw scores were analyzed by use of the SAS computer program which provided means, standard deviations, standard error, minimum and maximum scores, the T statistic, degrees of freedom, and probabilities.

In addition to comparison between groups, scores of male and females within groups and across groups were compared.

For the surveys, the two cells at each end of the response choices were collapsed and a chi square analysis was used.

The optional written response data from the surveys were not analyzed.

The following chapter presents the results of the analyses.

CHAPTER THREE

RESULTS

The results of the statistical analysis of scores do show positive significant results for the treatment group on the midterm exam, on the final exam according to the history grader, and for the final grades in the course. Additionally, on all measures of groups and parts of groups (males, females) the control group never equals or surpasses the performance of the treatment group though sometimes the differences are minimal. However, the Core Scores on the final exam did not show ary significant differences, so the results are mixed.

The results of analysis of the survey do show that 1) treatment students felt more strongly that there was an incorporation of reading, texts, and ideas from other classes into the composition class (which supports the claim

that the treatment was in place). 2) the treatment students felt more strongly that composition classes enhanced their performance in other courses and 3) the treatment and control composition classes were similar in important ways (with regard to the matching of groups).

Taken together these two sets of data indicate that students in the treatment group outperformed control students in the history course and that students in the treatment group had a stronger positive attitude about the beneficial effects of composition on performance in other courses.

The following tabular presentation of results is divided into four parts:

A. Tables showing raw Core Scores and history grader's scores on midterm and final exams and the course grades assigned by the history instructor.

B. Table showing whole group comparisons on all three types of scores (Core, grader's, instructor's).

C. Table showing results of the chi square analysis of the survey.

D. Selected tables showing comparisons of males and females across and within groups.

Obviously, the grades on midterm and final exams affect the course grade; therefore, variables in section 'B' should be looked at individually--they are not meant to statistic-

ally contaminate the study. The grades given by the history grader on the exams included two essay scores: 70 points for the essay which was mandatory and 30 points on a second essay which responded to one of two items (subscores were not available). The final grade in the course also included a third exam score, and four quiz scores.

The selected tables are separated because they are not associated with the purpose of this study. They are included because they indicate some areas for further study.

The preselected alpha level for this study was .05.

A. Tables showing raw Core Scores and history grader's scores on midterm and final exams and the course grades assigned by the history instructor.

Table 3: Control Scores/Grades

Control #	Midterm Core/Grade		Final Core/Grader		Course Grade
101	3	76	2	81	C
103	1	50	4	90	C
105	2	67	1	77	C
106	2	78	2	78	C
107	2	77	1	81	C
108	2	75	2	81	C
109	3	67	4	80	D
112	3	82	2	89	B
115	2	70	4	86	C
116	5	80	2	79	B
118	3	78	2	90	B
119	3	65	2	86	D
120	3	70	2	73	C
122	2	87	4	86	B
123	2	75	2	85	B
125	3	85	4	87	B
126	3	70	2	74	D
128	3	99	2	89	A
129	2	50	2	75	C
130	2	72	2	50	D
131	3	98	5	95	A
132	5	85	3	85	B
133	3	83	3	84	B
Ranges:	1-5;	50-99	1-5;	50-95	D-A
Stan Dev.	.92;	11.99	1.07;	8.95	0.88

Table 4: Treatment Scores/Grades

Treatment#	Midterm Core/Grade		Final Core/Grader		Course Grade
201	2	74	4	93	B
202	3	70	2	85	B
203	4	97	4	96	A
204	4	92	2	83	B
205	3	75	4	89	B
206	4	72	2	87	C
207	3	60	4	77	C
208	3	87	4	88	A
209	4	90	1	91	B
210	5	98	2	88	B
211	4	92	4	88	A
212	3	86	3	93	A
213	5	77	5	96	A
214	3	97	2	88	A
215	3	75	2	80	B
216	4	94	2	92	A
217	4	93	4	94	A
218	2	84	2	65	C
219	4	66	2	98	A
220	5	78	2	71	C
221	3	70	2	87	C
223	3	71	2	73	F
224	3	81	4	91	B
Ranges:	2-5;	60-98	1-5;	65-98	F-A
Stan Dev:	.84;	11.23	1.11;	8.45	1.02

B. Table showing whole group comparisons on all three types of scores (Core, grader's, instructor's)

Table 5: Whole Group Results
(* denotes a significant difference p<.05)

Variable: Midterm (Core Scores)

	Mean	SD	DF	Prob>T	ES
Control	2.69	.926	43.6	.002	.9
Treatment	3.52	.848	44.0		
		T=-3.15			

Variable: Final (Core Scores)

	Mean	SD	DF	Prob>T	ES
Control	2.59	1.07	44.0	.42	.2
Treatment	2.82	1.11	44.0		
		T=-0.80			

Variable: Midterm (grader)

	Mean	SD	DF	Prob>T	ES
Control	75.60	11.99	43.8	.07	.5
Treatment	81.78	11.23	44.0		
		T=-1.80			

Variable: Final (grader)

	Mean	SD	DF	Prob>T	ES
Control	81.78	8.95	43.9	.06	.5
Treatment	86.65	8.45	44.0		
		T=-1.89			

(Table 5 cont.)

Variable: Course grade: 0=F, 1=D, 2=C, 3=B, 4=A

	Mean	SD	DF	Prob>T	ES
Control	2.34	0.88	43.1	.01*	.8
Treatment	3.04	1.02	44.0		
		T=-2.46			

C. Table showing results of the chi square analysis of the survey.

Table 6: Survey results

(* denotes a significant difference p<.05)

Item 1: How much, if any, had your composition class used readings or texts from other classes you are taking this semester?

	None/little	Some	Quite a bit	*@
Treatment%	40.9	36.3	22.7	.01*
Control%	80.9	9.5	9.5	

Item 2: Have ideas from your other classes this semester been incorporated into your composition class?

	None/little	Some	Quite a bit	*@
Treatment%	4.5	54.5	40.9	.001*
Control%	71.4	14.2	14.2	

(continued on next page)

Item 3: Has time in composition class been used for working in small groups (2-6) people?

	None/little	Some	Quite a bit	*@
Treatment%	0	9.0	90.9	.250
Control%	4.7	14.2	80.9	

Item 4: How much, if any, have you studied outside of class (for any class) with other students?

	None/little	Some	Quite a bit	*@
Treatment%	13.6	54.5	31.8	.025*
Control%	47.6	38.0	14.2	

Item 5: Has your composition class improved your performance in your other classes?

	None/little	Some	Quite a bit	*@
Treatment%	9.0	50.0	40.9	.10
Control%	33.3	38.0	28.5	

Item 6: More specifically, has your composition class improved your performance in you history and/or political science classes?

	None/little	Some	Quite a bit	*@
Treatment%	9.0	36.3	54.5	.05*
Control%	35.0	35.0	30.0	

(continued on next page)

Item 7: Have your history and/or political science courses improved your performance in your composition class?

	None/little	Some	Quite a bit	*@
Treatment%	68.1	27.2	4.5	.95
Control%	80.0	15.0	5.0	

Item 8: When you begin to answer essay questions in history and/or political science, how much do you outline on paper?

	None/little	Some	Quite a bit	*@
Treatment%	13.6	4.5	81.8	.001*
Control%	33.3	33.3	33.3	

Item 9: Is time set aside in class for revision of papers?

	None/little	Some	Quite a bit	*@
Treatment%	4.5	13.6	81.8	.99
Control%	4.7	14.2	80.9	

Item 10: Do you revise your writing?

	None/little	Some	Quite a bit	*@
Treatment%	9.0	4.5	86.3	.01*
Control%	14.2	33.3	52.3	

Item 11: Are the comments from your composition instructor on your papers this semester helpful?

	None/little	Some	Quite a bit	*@
Treatment%	4.5	4.5	90.9	.05*
Control%	14.2	23.8	61.9	

D. Selected tables showing comparisons of males and females across and within groups.

Table 7: Sex differences--Treatment course grade

Variable: Course grade: 0=F, 1=D, 2=C, 3=B, 4=A

	Mean	SD	DF	Prob>T
Males	2.61	1.12	17.7	.01*
Females	3.60	0.51	21.0	

T=-2.80;-2.56

Table 8: Females' course grades

Variable: Course grade: 0=F, 1=D, 2=C, 3=B, 4=A

	Mean	SD	DF	Prob>T
Control	2.33	1.07	16.4	.002*
Treatment	3.60	0.51	20.0	

T=-3.61;-3.40

The last chapter of this report is a discussion of the above data and conclusions which may be drawn from them. Also included are recommendations for future studies.

CHAPTER FOUR

DISCUSSION

The discussion of the results of this project are divided into four areas:

A. Discussion of the analysis of Core Scores, history grader's scores, and history instructor's grades

B. Discussion of the analysis of survey results

C. Implications of the study

D. Recommendations for further study

Discussion

The first two sections under this heading are intended to point out specific results from different measures used in the study. Sometimes these measures seem to correlate positively and sometimes they are at odds with one another. The aim of sections 'A' and 'B' is to show that the implications considered in section 'C' are based on an overview the project.

A.Discussion of the analysis of Core Scores, history grader's scores, and history instructor's grades. In essence the scores on midterm and final exams were a midtest and posttest; that is, one given midtreatment and the other given posttreatment. Since the Core Scores were significantly different on the midterm but not the final, the results of that scoring method must be classified as mixed and differing conclusions might be drawn. First, since the midterm occurred six weeks after the treatment and the groups were matched, it is possible that the treatment had a strong positive effect on the treatment group. The history grader's scores also show a nearly significant difference and a large effect size (.5) on this exam. An alternative explanation would be that the matching on gender, age, and ACT scores and subscores was not thorough enough, and that the groups did differ substantially in ability at the outset of the project. Also the difference in ACT social studies subscores was almost .5 standard deviation higher for the treatment group than for the control.

Interestingly, the posttest four days after the treatment ended showed no significant difference in the two groups although the history grader's scores were again close to significantly different in favor of the treatment and also showed the same effect size as on the midterm. Again,

there are several possibilities. The treatment students did know that they were in coordinated classes and may have initially had more interest and stimulation. Over the course of a semester some of this effect may have waned. Alternatively, the treatment group may have had an advantage at the outset of the semester, but the treatment eventually caused a decrement in their scores. A third possibility is that both groups may have ended the semester at the same performance level, but the treatment may have more rapidly increased the treatment student's performance. Finally, the Core Scores on the final may have been an anomalous situation. Besides the minor problem with the scoresheet, there were also comments form raters that several areas of information were included in many papers but were not listed as part of the illustrative terms. Of course it is impossible to know what effect additional illustrative terms would have had on the judgements of group performance.

The history instructor's grades are positively significant for the treatment. These scores are also practically significant, showing a .5 effect size on both midterm and final. Again, keep in mind that the overall grade is influenced a great deal by the scores given by the grader. And, the instructor had no knowledge of which students were in the study.

Additionally, while the criteria don't point definitively to the particular components of learning which may have been enhanced by the WACm, it is interesting to speculate which of those components the Core Scores may have measured. Comprehension and retention may be related to the scores achieved on essay responses if 1) retention is simply the students' ability to recall information presented in classes, whether presented orally, visually, or through a written text and 2) comprehension is shown by the students' ability to relate retained pieces of information to pieces of information already listed in a response. In this case, high ratings on the Core Scoring would indicate that the student had comprehended and retained more information from the class. In this sense, retention and comprehension would be based on the ideas of content and elaboration. Retention, based on the criteria provided by the history grader and instructor, is evidenced by response to the essay item and by incorporating <u>any</u> of the information listed in the scoring descriptors or illustrative terms within the response. Comprehension is a subset of retention and is based both on the scoring criteria and on Conlan's idea of elaboration. Elaboration requires the student to relate a piece of retained information to a piece of retained information which has already been recalled and placed in the response. For example, on the descriptions for the

midterm, the elaborations are referred to as explanations and contrasts. Using the above definitions, retention would be evidenced by mentions of the areas of conflict, comprehension by explanations of why the situations caused conflicts and by more extensive contrasts. To further illustrate, a student's naming of the pro-Paris/anti-Paris situation would be an example of retention; a further explanation that the two families were divided on this issue one example of comprehension. A more extensive explanation of which side of the issue each family was on and perhaps other information such as some occurrence in the past which had caused hard feeling toward the preacher from one family or the other would be another example of comprehension.

Keeping in mind the above definitions, it may well be that the midterm scoring guide would be a better gage of retention than the final guide. The form of the final essay question does not require the student to recall the broadest issues; they are listed in the item.

B. Discussion of the analysis of survey results. The survey did achieve the purposes for which it was designed. The first two items and item six did indicate that the treatment students felt more of a bond between the composition class and other classes and that their composition class improved their performance in history

class. Since the responses were different at a significant level, this supports one hypothesis of the study: that treatment students would feel more strongly that classes enhanced performance in other classes. Additionally, this helps to verify that the treatment was in place.

Items three and four demonstrate that though the treatment students worked together more outside of class, in both treatment and control groups collaborative work was an important part of the class. Item nine shows that treatment and control classes set aside time for revision.

Item eight was based on an expected by-product of the treatment. Students from this group did outline more in preparation for answering essay items. Perhaps it is indicative of an assimilation and application of the idea of structures as described by Bracewell, both in the history lectures and in accessing other types of discourse.

C. Implications of the study. The general questions asked in this project were 1) can WACm have a beneficial effect on student performance in a content area class and 2) can WACm positively affect student attitudes?

The data gathered in this study are by no means conclusive, yet an overview of the results allows a qualified answer of yes. Although on all measures of performance and attitude the treatment group responded more

positively, one must remember that the results of the scoring on the final exam were mixed

Though this is a pilot study, it does add some small support to the theory base which professes that writing fosters learning, that writing is indeed a part of our modern literacy--not just in English courses--in courses in many (if not all) areas of study.

D.Recommendations for further study. As in most studies, more questions and ideas come to mind as one works. In trying to gather information which would provide a stable theory base for this undertaking, one problem was the lack of good sourcebooks which focussed on WAC yet provided references to supplemental works and studies in other disciplines. More specifically, an extremely valuable project would be a meta-analysis or best evidence presentation based on studies conducted in many disciplines yet with at least a peripheral connection to WAC. After all, WAC is interdisciplinary by design. Admittedly, criterion formation would be difficult.

A second recommendation would be to conduct a study using composition classes which focussed on a particular content area class in differing degrees; that is, one composition section might have one paper based on content from a content area class while another composition section

would deal only with papers based on content from the content area class.

Of course, history is not the only discipline to which WAC may adapt. Studies carried out in physical science, business, natural sciences and other areas are needed. Perhaps WAC works better in some areas than others.

Composition class does not have to be involved if instructors within the differing disciplines incorporate writing into their classes. Writing and the other literacy components could connect, say, an introductory psychology course to art or computer classes. The possibilities here are limited only by the creativity and cooperation of the instructors.

Finally, one of the most interesting sidelights to this study came from the decision to compare the performance of males and females. The females in the treatment clearly outperformed the males in the group on the initial exam. Further, they fared better in the course overall than did any other subgroup. The obvious question is 'why'? Do WAC programs affect males and females differently?

Broad opportunities for research, and to affect students' learning and attitudes are available for those interested in WAC.

APPENDIX

Questionairre for Freshman Curriculum Improvement Project 1
"The Empowerments of Literacy"/sponsored by The Ford Foundation

Please do not write your name or any identifying numbers on this survey. Please respond to all items, seal the completed survey in the envelope provided, and return the envelope to your composition instructor by Monday 7 December. The spaces beside each item are for comments you may wish to make; no comments are required. Any comments which require more room may be continued on the back of this form.
This information will be used solely to describe differences among sections of Principles of English Composition I. It will not be used to evaluate instructors or students in any way. Thank you.

Please circle the letter of the best response.

1. How much, if any, has your compositon class used readings or texts from other classes you are taking this semester?

A. Not at all
B. To a little extent
C. To some extent
D. To a great extent
E. To a very great extent

Comment_____
_____
_____

2. Have ideas from your other classes this semester been incorporated into your composition class?

A. Not at all
B. To a little extent
C. To some extent
D. To a great extent
E. To a very great extent

Comment_____
_____
_____

3. Has time in composition class been used for working in small groups (2-6 people)?

A. Not at all
B. To a little extent
C. To some extent
D. To a great extent
E. To a very great extent

Comment_____
_____
_____

4. How much , if any, have you studied outside of class (for any class) with other students?

A. Not at all
B. To a little extent
C. To some extent
D. To a great extent
E. To a very great extent

Comment_____
_____
_____

5. Has your composition class improved your performance in your other classes?

A. Not at all
B. To a little extent
C. To some extent
D. To a great extent
E. To a very great extent

Comment_____
_____
_____

6. More specifically, has your composition class improved your performance in your history and/or political science classes?

A. Not at all
B. To a little extent
C. To some extent
D. To a great extent
E. To a very great extent

Comment_____

7. Have your history and/or political science courses improved your performance in your composition class?

A. Not at all
B. To a little extent
C. To some extent
D. To a great extent
E. To a very great extent

Comment_____

8. When you begin to answer essay questions in history and/or political science, how much do you outline on paper?

A. Not at all
B. To a little extent
C. To some extent
D. To a great extent
E. To a very great extent

Comment_____

9. Is time set aside in composition class for revision of papers?

A. Not at all
B. A little time
C. Some time
D. A great deal of time
E. A very great deal of time

Comment_____

10. Do you revise your writing?

A. Not at all
B. To a little extent
C. To some extent
D. To a great extent
E. To a very great extent

Comment_____

11. Are the comments from your composition instructor on your papers this semester helpful?

A. Not at all
B. To a little extent
C. To some extent
D. To a great extent.
E. To a very great extent

Comment_____

Flanigan (Composition) Syllabus

FIRST TWO WEEKS

August 25

Testing. Introduction to course. What do you want to get out of college? Since you have been to campus what one thing has made you most angry? What was the worst writing experience of your life? What was the best?

ASSIGNMENT:

Read the introduction to The St. Martin's Guide, (pp. 2-12) and then do Exercise 1.2 on page 12 paying special attention to William Styron's statement that "writing is hell." I expect at least two pages of handwritten thinking on paper about this topic.

August 27

What is writing for you?
What is history?
What is political science?,

ASSIGNMENTS:

If you would make the perfect world, what would it be like? Write at least two pages in your journal.

You have been on campus and in Norman at least a week. Write three free-writes on three issues, problems, attractions or places that you might like to explore future and bring these to class on Tuesday. One of these must be on Norman and not the university.

September 1

Exploring local concerns. How do writers begin? What kind of person is the writer? Who is the writer writing for? In history and political science what is this writing we are reading all about?

ASSIGNMENT:

Read three articles, pamphlets, etc. on your topic and interview at least two people on it. Bring all notes to class next time.

Journal: Interview one person who teaches history or political science and find out what they think is important in their discipline. Write up your interview.

September 3

Local concerns continued. Interviews or history and political science.

ASSIGNMENT:

Write your paper on local concerns and bring three copies to class next time.

Tentative Syllabus

eptember 8	Revision session on local concerns paper.
eptember 10	Setting up study groups. How to take essay exams
eptember 15	Final local concerns paper due. Examining and writing about an incident in your life.
eptember 17	Study groups report-outline of possible exam question/answer due.
eptember 22	Incident explored. Three students turn in copies of paper on September 23.
eptember 24	In-class revision led by me.
eptember 29	Revision session on your own papers.
ctober 1	What's going on in history and political science? Study groups. Mock exam.
ctober 6	Incident paper due. Looking at beginning paragraphs.
ctober 8	What does the writing reveal about the writer? Samples on handouts.
ctober 13	Reading in political science and history. Some in-class writing.
ctober 15	Doing an interview. Tape, etc.
ctober 20	In-class interview-taking notes.
ctober 22	Share what you have on interview--writing up the interview--three examples.
ctober 27	More sample interviews. Impromtu.
ctober 29	Revision in-class of interview paper.
ovember 3	Revision Final Draft due. Definitions.

November 5	Definitions. Study groups.
November 10	Definitions--In-class writing--impromtu.
November 12	Problems in discrimination. Study groups.
November 17	Researching historical problems in discrimination. Read Malitz's packet Douglas.
November 19	In-class writing on discrimination. What are the possibilities.
November 24	Interviews, library research, etc.
December 1	Revision in class.
December 3	Study groups. What have we learned?
December 8	Final discrimination paper due. →
December 10	In-class writing, questions, etc.

Final Exam--All students must attend the final exam and be prepared to write for at least an hour.

History Syllabus:

Week of August 24: Introcudtion; Freshman study session; Lecture: "O' Brave New World"- European perceptions of the new world and what explorers reported they had found- a brave new world.

Week of August 31: Lectures: Quests for Utopia"- Attempts by the founders of Penn., Md., and Carolina to create a utopia and why they failed. "Evolution of Rep. Govt."- How the Am. political and constitutional system developed. "Colonial Life and Values"- What colonial Americans thought and how they acted based on European travel accounts- a brief description of politics, economics, and social customs.

Week of Sept. 7: Quiz over readings; "Labor, Racism, Slavery"- The origins of slavery in British No. America. Labor Day Holiday.

Week of Sept. 14: "Causes of the American Revolution"- Why the American Revolution? "Republicanism and the Decline of Deference"- How the American Rev. changed Am. society and in what way. "Political Labels and Presidents"- what the labels Conservative, Liberal, Radical, Reactionary, and Moderate really mean and how they have changed over time.

Week of Sept. 21: "Political philosophy of the founding fathers"- A discussion of the philosophy of Adams, Jefferson, Hamilton and Madison; "The Hamilton Economic Program"- How the Hamilton Econ. program alienated various segments of the population and how it led to the development of two political parties; Review session for first exam.

Week of Sept. 28: Exam; "The War of 1812"

Week of Oct. 5: "Political Party Development, 1790-1860"- The change in parties from Federalist/Republican to Whig/-Democrat; return exams/ Quiz.

Week of Oct.12: "American Economic Development, 1790-1860"- How the American economy industrialized; "Economic development, North vs. South"- Why the North and South developed differently; "Romanticism and Reform"- Romanticism and developments in art, music, poetry and literature.

Week of Oct. 19: "Romanticism Slides"- slides of art and architecture of the romantic period. "Women in the 18th and 19th Century"- How the view of women changed in the

19th century.

Week of Oct. 26: "Indian Removal"- the removal of the eastern tribes to the West and Indian policy from the colonial period to that time. Review session.

Week of Nov. 2: Exam; "Impact of Industrialization"- the impact on labor, business, and agriculture; "Slavery: Myth and Reality"- the myth and reality of slavery- the myth of Gone With the Wind.

Week of Nov. 9: Return Exams; "Slavery Slides"- slides/music presentation of the slavery experience. "The Abolitionists"- Abolitionists and why they failed to convince the North to join them.

Week of Nov16: "Expansion of Slavery"- The question of slavery and the conflict of the North and South over the issue. "The Mind of the South"- The southern attitude towards itself and the North; Quiz.

Week of Dec. 2: "Mind of the North"- Northern view of itself and its view of the South. "And the War Came"- Why the Civil War came.

Descriptions for history midterm 1:
Essay item: discuss the major reason or reasons why the Salem Witchcraft trials happened in 1692 according to Boyer & Nissenbaum, the authors of Salem Possessed. Be specific.

Note: Pay no attention to descriptions of 'fits' in papers.
Score:

1-- Student has responded to the topic and identified one of the 6 areas of conflict. (rural vs. urban; Putnam vs. Porter; industrial vs. agricultural; town vs. village; old vs. new; pro-Paris vs. anti-Paris)

2--Response has identified 2 areas of conflict and explains why at least one of the situations brought conflict. Student either states explicitly or strongly implies the linkage of the conflict to the trials.

3--Essay identifies 3 areas of conflict and explains why at least two situations brought conflict (elaboration). Conflict(s) must be linked to the trials.

EXPANSION:
4--All of #3, and at least mentions a fourth area of conflict; presents an extensive contrast in at least 2 discussions of conflict.

5--All of #4, and at least mentions a fifth area of conflict; discusses characteristics of the accused (this comes from the conflicts--"no deference to old New Englanders", "outsiders", "economically and socially mobile" etc.)

SCORESHEET: ID#_____ Score_____

<----------core----------><----------expansions---------->

1	2	3	4	5
Area 1____	Area 2____			
	Expl. ____			
	Linkage____	Area 3____		
		Expl 2____	Area 4____	
			Contr.1____	
			Contr.2____	Area 5____
				Accused's
				Charac.____

Descriptions for history final:
Essay item: It is Spring 1861. You are a prosperous Illinois small farmer and you have just learned that South Carolina and several other southern states have withdrawn from the Union and have vowed to fight in order to remain separated.
Write an essay in which you give your views on: a) The North and northern society, b)the South and southern society, c) Slavery, and d) the question of expansion of slavery into the western territories. (note: In your answer you do not need to discuss the reality of northern or southern life).

Score:
1--Responds to question. Mentions at least two of the following areas: 1) northern society 2)southern society 3) slavery 4) expansion of slavery into the western territories

2--Mentions all 4 areas listed above. Elaborates on at least 2 areas (see list of illustrative terms for elaboration on any points)

3--#2 plus elaborates on the remaining 2 areas.

4--#3 plus elaborates on at least 2 areas in more than one way

5--#4 plus elaboarates on the remaining 2 areas in more than one way

Illustrative terms and phrases for elaboration in specified areas:

Northern society:
- work ethic
- open society--anyone can rise
- labor
- make money
- acquire property
- no sympathy for poor
- temperance
- jobs
- industrialization

Southern society:
- hierarchical
- dominated by slave owners
- slavery causes poverty
- slavery damages white society
- not cities
- no industries
- aristocratic

Slavery:
- evil questionable
- gradualism & compensation of slaveowner
- fear mass freedom
  - admission of imperfect American society
  - fear federal seizure of private property
  - mass movement northward (slaves)

Expansion into West:
- no coexistence (free & slave labor)
- threatens work ethic (slaves degraded)
- confine slavery
- no white, northern movement westward

SCORESHEET: ID#_____Score_____

<----------core----------><----------expansions---------->

1	2	3	4	5
Area 1_____				
Area 2_____	Area 3_____			
	Area 4_____			
	Elab 1_____			
	Elab 2_____	Elab 3_____		
		Elab 4_____	Dual elab 1_____	
			Dual elab 2_____	Dual elab 3_____
				Dual elab 4_____

SCORESHEET: ID#_____Score_____

<----------core----------><----------expansions---------->

1	2	3	4	5
Area 1_____				
Area 2_____	Area 3_____			
	Area 4_____			
	Elab 1_____			
	Elab 2_____	Elab 3_____		
		Elab 4_____	Dual elab 1_____	
			Dual elab 2_____	Dual elab 3_____
				Dual elab 4_____

Sample of a '1'; Midterm.

HM11C3

In 1685 James II became King. He immediately professed his catholic faith, something which noone had done, and the people didn't like this. James II then issued the Declaration of Indulgence which declared Freedom of worship. This caused great friction between the people and set the stage for what was to come.

Then in New York there was an uprising between the upper class and the lower class. Out of this uprising people began to take control. However these people were unsure of their power. A government that is uncertain or instable is headed for disaster to begin with.

The Glorious Revolution was a good thing in that it destroyed the ideal of a God chosen king

Out of the Glorious Revolution came many social and political tensions which

which eventually caused the Salem Witchtrials

The salem witchtrials in Salem Mass. in 1692 was a conflict more about politics than witchcraft. It was a conflict between rural and urban, agriculture vs. industry, salem town vs. salem village. One of the major causes [redacted] was the great government instability of the time. A time of major development but also great insecurity. It is also believed that physical setting had something to do with it. "If salem village had been a rural agricultural community, off in the back-country, salem town would hardly have loomed so large in their [redacted] conciousness." The Salem witchtrials represented many problems of the time. "The problems which confronted Salem village encompassed some of the central issues in New England in the late seventeenth century."

I Sample of a '2'; Midterm

THERE WERE MANY REASONS FOR THE SALEM WITCHCRAFT TRIALS. BOYER AND NISSENBAUM MADE IT CLEAR THAT IT WAS THE PEOPLE IN SALEM VILLAGE TRYING TO GET BACK AT SALEM TOWN.

FOR YEARS EARLIER SALEM TOWN TRIED TO KEEP CONTROL OVER SALEM VILLAGE WHILE THE VILLAGE HAD WANTED TO BREAK FREE AND BECOME ITS OWN TOWN. THE VILLAGE WAS ALREADY SO FAR AWAY THAT IT WAS DIFFICULT FOR THE FARMERS TO HAUL THEIR PRODUCTS TO THE TOWN. THE PEOPLE LIVING IN THE VILLAGE JUST WANTED TO BE THE GOVERN OF THEIR OWN TAXES AND TO HAVE THEIR OWN CHURCH.

THEY GOT A CHURCH BUT A DISCREPANCE BETWEEN THE "CHURCH" AND THE CONGREGATION TOOK PLACE. THE PEOPLE IN SALEM TOWN SAID THAT THE VILLIAGE COULD NOT HAVE A CHURCH. THEY SAID THAT THEY JUST HAD TO HAVE A CONGREGATION WITH A MINISTER, SO THEY GOT ONE. THE MINISTER WAS SAMUEL PARIS AND HE RAN THE CONGREGATION EFFECTIVELY FOR AWHILE BUT PROBLEMS WITH THE CITIZENS TAKING THEMSELVES ANGRIER AND EVERYTHING STARTED TO FALL APART.

THE PROBLEM WAS WITH THE PEOPLE WHO DIDN'T ATTEND CHURCH

REGULARLY. THE WERE NOT PAYING THE TAXES TO SUPPORT THE MINISTER AS THEY WERE ASKED. MEANWHILE PEOPLE STARTED ACUSING PARIS OF NOT BEING A GOOD MINISTER. TRIALS TOOK PLACE AND PEOPLE HAD STATED THAT HE WAS EVEN AVOIDING PRAYERS IN HIS OWN HOUSE AT DINNER TIME.

LATER, PEOPLE SAW WHAT COULD BE CONSIDERED A RELIGIOUS REBELLION, IN OTHER WORD A REVIVAL. THIS IS EXACTLY HOW THE ACTIONS OF THE GIRLS COULD HAVE BEEN TAKEN BUT BOYER AND NISSENBAUM SAW THAT THE PEOPLE IN SALEM VILLAGE WERE JUST LOOKING FOR

SOME WAY TO NEEDLE OR HURT THE PEOPLE OF SALEM TOWN.

THE REASON FOR THIS WAS THAT AS TIME WENT ON THE PEOPLE OF SALEM VILLAGE GOT POORER AS THE PEOPLE OF SALEM TOWN GOT RICHER. ALL THE WHILE, SALEM TOWN JUST KEPT HANGING ON AND WOULDN'T LET THE VILLAGE BREAK OFF. THE VILLAGE FELT THAT THEY COULD NEVER BECOME FINANCIALLY SUPERIOR IF SALEM TOWN WAS ABLE TO CONTROL MOST OF THEIR ACTIONS.

THEREFORE WHEN THE GIRLS STARTED ACTING WEIRD THE PEOPLE JUMPED AT THE CHANCE TO GET BACK AT THEM, THE VILLAGE PEOPLE STARTED ACCUSING THE TOWN PEOPLE OF

WITCHCRAFT, BASICALLY, MANY ACCUSATIONS WERE FLYING AROUND AND SOON PEOPLE WERE BEING PUT ON TRIAL FOR WITCHCRAFT. SOON AFTER THIS IT GOT OUT OF HAND.

DUE TO THE FACT THAT THE PEOPLE IN SALEM VILLAGE WERE ANGRY AT THE PEOPLE OF SALEM TOWN BECAUSE OF THE GOVERNING FROM TO HUMPHREY AND THE ORDERS ABOUT THE CHURCH, THE ~~WAR~~ WITCHCRAFT TRIALS TOOK PLACE. THIS ACT, KILLING MANY PEOPLE, WAS AN ATTEMPT TO GET BACK AT THE TOWN AND TO POSSIBLY BREAK FREE FOR GOOD.

Sample of a '3'; Midterm

My argument is that the witch craft trials in Salem Mass. started well before 1692. We start to see disagreement in the "Paley dispute". Where the villages start showing destructive political behavior 13 years before the witchcraft trials.

You also see petitions to the general court when the Village asked to be removed from military watch. They said that they were too far from Ct. The villiage property was spread far apart while on the other hand the town was close together. The villagers saw the town as a moral threat because of their comercial development.

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The towns was developing economic power. The General Courts declared the town + Boston the "two port of entry". They were exporting and importing goods. The "Atlantic Market" was becoming a reality. While on the other hand Salem Village agriculture was a declining industry. Salem Villages land had swamp meadows + hills and therefore they didn't produce much.

As we look at the three generation of the Porter and the Putnams we can see some of the difference. First of all lets start with the age of John Putnam and John Porter. John Porter was a lot younger than John Putnam, thus this generation was more likely to survive longer.

They both had 3 sons.
All 3 of the Putnam married,
but only 2 of the Porter maried
and produce another generation.
Therefore the point that Im making
is that the Porters are well off
and the Putnams are having to
divide land among more
and more people.

Thomas Putman married his (had 3 kid)
first wife Ann Putman and
when she died he married
Mary Veren and produce one
son and named him Joseph.
When he died he left all
his land to his widow and
Joseph. The 3 prater were
left with cash bequest. When
Joesh turn 18 he would inheit
all the land. Thomas left, Isreal Porter

in charge of his will. Then when Veren died she left everything to Joesph and 5 shillings to the brothers. There was a large dispute over this, because some said that while Veren was about to die, Isreal Porter was there encouging her to sign the will. Ironically, Joseph winds up marring Isreal daughter.

Geography played a small role in the witch craft accusations. There were 14 accused witches in salem Village of the 14, 12 were on the eastern part of the village There was 32 people who accused them and they resided on the western side. The anti-Paris resided on the Town while on the other hand pro-Paris was in Villa

Sample of a '4'; Midterm

I. In the beginning, Salem was basically no different than any other community at this time. This disputes were also much like the disputes which occurred in other communities. However, because of economic, social and political reasons, Salem's disputes turned into a very frightening and historical happening.

Salem Village was simply a part of Salem Towne which was separated from the major section of town. The group of villagers living in Salem Village were unjust part of the town and were required to support financially. However, Salem Villagers had different ideas. They wanted their own government, their own church meetinghouse and to be a separate town.

Salem Town was quite aware

of the dissention of the villagers but really never took it seriously. The town was involved with its own affairs and didn't pay much attention to their seemingly unimportant complaints. They dismissed the villagers as being of a "restless spirit"

Meanwhile, in the town, a large merchant class begins to arise. The Town becomes involved in shipping of goods and other industrial operations. Many of the agriculturally minded villagers resent the Town people's "different" way of life. (Not all of them. Some of the villagers support the towns economic growth.)

Therefore, the course of events which follows is a result of these conflicts.

Living in the village and holding a major portion of the land was

~ large family known as the Putnams. The Putnams usually dominated village politics and church functions. (The village finally succeeding in getting a church although it was not authorized to serve communion and have an ordained minister.) Also, another large family, the Porters, owned a considerable amount of land in the village and in the town. The Putnams were involved in agriculture while the Porters who had connections with the town were able to be involved in industry and agriculture. Naturally, the Putnams, being separated from the town, were angry at not being able to further their horizons by only agriculture. (They tried to establish an ironworks but it failed.) So, the arguments ~~they~~ between these two families played an important part in

the witch trials. (The Putnams were mainly the accusers).

To strike out at the town the Putnams, supported by many of the villagers began by making accusations that certain people within the Town were witches. Eventually, people began to be arrested, and in time even executed.

Another point that is important deals with the church. (Samuel Parris was the minister at this time.). The supporters of Parris, mainly, in the village, were usually the accusers. While the non-supporters, close to the town, were being accused.

It is interesting that it began with outsiders but eventually the people became

so obsessed with their desires that they lost control of the situation.

Basically, the situation was a result of two different factions which resented each other. The village reacted in this manner because the village had severe structural defects.

Sample of a '5'; Midterm

I. Conflict

1. Rural vs urban

2. Agricultural vs Industry

3. Putnams vs Porters

II. Problems of Salem Village

1. Wanted attention

2. The two factions that were created by the preacher Parris

Answer

1) There are more than one reason why the Salem witchcraft trials happened in 1692. The most obvious reason was the conflict between Salem Town and Salem Village. The conflict between Salem Town and Salem village was over a number of things. The people in Salem Town did not want to recognize the people in the village unless they needed something from them. The people in Salem Town

liked the agricultural crops that Salem village developed so that they could use the crops to help their export trade catch up to their import trade.

The rural vs urban conflict seems to be along the lines of the agriculture vs industry conflict but it has its points which makes it different. The people in Salem village (rural) acted the way that the first New Englanders did which constitutes us to call Salem village, Old New England and Salem Town, future New England.

There was two families who were also involved in this mess, the Putnam family and the Porter family. The Putnam family,

[redacted]

the second wealthiest family in the region, lived in Salem village and owned alot of land but most of it was useless because the land was not real fertile. The Porter family, who was the wealthiest family in the region, owned more land than the Putnams even though they lived in Salem Town. The Porter family gained its wealth through industrial ventures which did not fail. When the Putnams saw the success of the Porter's industries they tried one of their own but it failed and the Putnams went back to agriculture.

The pattern of accusation in the Salem witchcraft trials seemed to be that anyone who opposed Salem village, except for the Porters, they were accused.

Most of the accused witches ..
were outsiders from Salem village.
The reverend Samuel Parris' ~~effect~~
hiring split the ~~town~~ village into
two groups: Pro-Parris and Anti-Parris.
The Pro-Parris group included the Putnam
who ~~s~~ were the chief prosecutors in the
witchcraft trials, and the Anti-Parris group
included the Porters who really believed
that the whole thing was nonsense.

1. Poor organization of the American army.
2. years of neglect
3. The way that the British thought that they could control the Americans across the
4. The leaders of America were afraid that they would lose their power
5. Independence

2). The 13 colonies of British North America rebelled against English rule because of many reasons. The first reason was the poor organization of the American government by the British. Second, was the number of years that the British government neglected America by passing laws but not enforcing them. Third, was way that

Sample of a '1'; Final

The northerners thought of themselves as an industrial society. They had grand factories and education. They believed that you had to work to move up the socio-economic ladder. They thought that you worked to learn and save money and also acquire land. The northerners believed that bankers, lawyers, and prostitutes weren't real jobs. The north had many colleges and believed that the well educated would succeed. The North believed in the [illegible] period; the time of the common man. If you wanted to become president then you could. They believed in a democracy.

The north believed in the concept of freedom, freedom, freedom.

)) The North viewed the South as an agricultural society. They thought the southerners were lazy and didn't want to work to get out of the class they were in. They believed that there were no colleges in the south and that made them uneducated. The north didn't like the south's class system.

(c+

a) The northerners didn't go out into the sun because they wanted to keep their skin white, because those who were dark colored had to do menual labor. The northerners also believed that if there was a strong government; problems could be solved. But, without a strong government our nation would be split in half.

d)

The northerners believed that slavery should be confined to the southeast. They believed that slavery was an excuse for the southerner to be lazy. The north didn't want slavery to spread westward. They thought if it did it would bring terrible consequences to the north. The north had the safety valve theory of industrialization and if slavery was to spread west the safety valve would be shut off. The north thought that if slavery couldn't expand or spread west that it would eventually die out. The real "truth" was that slavery didn't even have to expand westward

Sample of a '2'; Final

1 a) The North and northern society

The people in the North were very optimistic about their future and about the economic development of the industrial resources. The northern society was in the process of expanding westward.

Labor in the North was very important. The reward for the working men was women. In the North a laborer was a person who was working to better himself. Ministers, lawyers, land speculators and prostitutes were not considered laborers. They believed in the work ethic.

Advancement and success in the north dependedk on the indivrdual. If you failed to advance ijou were thought to be lazy, drunken, or wasteful. In the north, one advances socially and economically to aquire property.

The northerners felt that economic wealth reflected moral wealth. Thus, the northerners ~~fett~~ felt the south was not moral and was morally inferior to the north.

The northerners also felt that the poverty of the land had stricken the south. They thought that white southerners lived in

worse conditions than
some of the poorest northerners
The northerners felt that
the South had a lack of
progress, economic development,
~~and~~ lack of democracy, and
were stagnet. The reason
for this in the South, the
northerners believed, was because
slavery took away the incentive
for southerners to work

b) The South and southern society

The south felt they had
the supior society. The
plantation was a religious
institution that was well ordered
and well organized. The land

owners were wealthy, political, and intelligent.

- Chivalry was important in the southern society. Women were viewed differently. They were fragile, apolitical, pure, and to be in the home.

The southerners did not believe in the work ethic. They believed strongly in agriculture. Their ultimate goal was to gain as much land and as many slaves as possible.

The southerners also believed that the war would soon be over because the South had many more great soldiers from West Point than the North did.

The South ridiculed the North. They moved toward giving the North the freedom of speech, press, and assembly.

The south was trying to ruin the question of slavery by censoring mail, running abolitionists out, making sure that teachers supported slavery and did not discuss it in the classroom, and by seeing that all ministers who did not believe in it were run out of the church.

c) If I were a small farmer in Illinois I would want to do everything possible to stop the expansion of slavery into the west.

d) The question of the expansion of slavery into the west was a very important one. The north felt that if they could stop the expansion of slavery into the west then slavery would sooner or later come to an end because without expansion it would fall. The southerners, for the same reason, knew they needed to expand because if slavery fell, then eventually the entire southern society would calapse.

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As a small northern farmer, I definately do not want to defend slavery.

The North is only out for the betterment of the nation. Our main concern is industrialization. Without our factories, the south would go no where. They don't understand that their cotton is shipped through our ports to England and our textile factories use the cotton. Our country is also built on the constitution. Our founding fathers gave us the Bill of Rights to give everyone equal opportunity. That includes the slaves. It is unfair that slaves are not counted for taxation or representation in the Senate.

The south is only dependent on the agriculture. They feel

that everything can be traced back to the land. But their land does not get them very far when they are so dependent on us. We proved this when we placed high tariffs on imports and cut off our ports from England. Their economy was stagnant.

Slavery is a dreadful thing. The 3/5ths Theory is totally wrong. Blacks can do the work just as efficiently as whites. Besides, there are only the poor whites, slaves, and a few wealthy plantation owners in the South. However, Slavery must end gradually. If there is a mass release of the slaves, they will all move north and take over our jobs in the factories.

As far as expansion, I feel that slavery should be confined. This is because, it must expand to exist. This is why we set up the concept of allowing only non-slave holding states to move west. The west is our safety valve. If we confine slavery to it's present boarders, it will die a natural death.

Therefore, slavery cannot be tolerated. It against everything that our Founding Fathers wished for when they wrote the Bill of Rights.

Sample of a '4'; Final

The South withdrawal from the union is a outrage, and the citizens are even worse. The leaders of our society union only want to apply other problems in our society. The most complicated problem are the differences between the North and South, slavery, and the expansion of slavery

The southern society is a society based on the privatized work ethic. A person that works in the north is greatly respected. While the North does not believe in equality it does believe that slavery causes laziness and too many the greatness of work, which will eventually cause the decay of society. Because of the work ethic and a more equal distribution of money the North has greater class mobility

The south is a downtrodden and weak society. Slavery has caused them

the views of the South and caused its decay. The slavery system has ruined the work ethic, and in turn ruined the southern man. In the South it no longer prestigious or well regarded to work, ~~the~~ it is looked down upon and shunned. In the South there who can afford to not work don't, and those who can't, work with great ~~discontentment~~. Southerns are satisfied with their poorly developed resources, civilization, and local moral inadequacies. The South is not as prosperous as the North because of its underdeveloped resource, and ~~the~~ the fact that a slave works not as effective as a free worker, the slave has no drive or desire to prosper, but the free worker does. The South is divided into classes run by the ~~the~~ of aristocratic plantation owners, a social mobility is almost impossible.

Slavery is an institution that must be stopped. It ruins the work ethic and causes the decline of society and man, it is economically unsound, it causes an upper aristocracy gained from advance by lower classes. The popular belief is that we should free the slaves gradually over a period of years, and move our northern way into the South so that they may destroy the South ethic. If slavery is allowed to expand into the West it would cause the destruction of society as we know it. Slavery has been shown to be the disease of the South, and now some would have this disease spread uncontrollably until it engulfs us all. The introduction of slavery in the West would also ruin the export value for the North, and we would not be able to relieve the pressure of increased population.

Dr. The issue of slavery is a winner take all situation. He who takes the West will control the destiny of the entire society. For the sake of mankind and every decent man slavery must not be allowed into the west.

Sample of a '5' Final

The math is growing rapidly, the cost
is very high, basically with time is
strongly enjoyed, labor is despised.
"Take Shame". Anyone can advance
in society, if you just have to want to,
& to work hard. If you don't advance,
it is your own fault due to; ignorance,
alcohol, a wasteful way. A person who
works for wages all their life is
called an ignorant, because the idea
is to work when you are young, save enough
to buy property, then have property
work for you, so that they may earn
enough to buy their own property, a
continuous cycle. You wish to better
yourself a minister, lawyer,
Speculator, a prostitute is not
enslaved to do this. If a person does
not advance socially, it is due
to drunkenness. Eliminate the
problem & all will advance. There
is no pity for the poor. If you

are poor, it is because of your
failure to work hard & save. We
welcome industrialization, help to
build our country. Our cities growing
at a tremendous rate, so industry
is good, provides jobs for the increasing
population. We will fight to save
the Union, at all costs. The South
says they can succeed, but they
can't. Yes they entered the compact,
but it is a compact of individuals, not
states. Once you are in there
can't get out. We are very optimistic
about the future, & if we should
ever have any problems with
unemployment & population, we
have the West as an safety valve.
That is, some of us move out there &
take the pressure off the East. However
we can't do this if slavery is
allowed to expand into the Western
territory. Free labor & slave labor

cannot work side by side, slave labor
is more efficient. We're not saying
free labor, just machine labor
I'd say a typical Northerner would be
a small prosperous farmer, like me,
who thinks that slaves are biologically
inferior, yet does not own any.
The South has grown economically,
socially, with the north. In the
age of industry - perhaps they have
been left behind. Where in the North
there is a balance between industry +
agriculture, in the South you find
only agriculture. They prided themselves
on their great plantations of cotton
wires. South is not growing & prospering
it is almost stagnant. Slavery has
reduced their need to work. Value in
the south is held with contempt,
a rich man is known by his
fair skin. Politically the South is
ruled by a few rich aristocrats.

the old differential political system
still in fact. You know your
place, & you are expected to keep it;
the rich rule. Where in the
North we are open to reforms,
politically every one is equal
any one can be president, & you
have the right of self-government.
The Southerners are pompous.
They have the greatest cavalry
in the world, & think we are
cowards, so they started to win the
war easily. But look at the
South, there are no large cities
no colleges or universities, no
factories & some say no libraries.
They send their sons to college
after prep schooling in the south,
to the North & to Europe. They
are constantly emptying products
from the South, & wanna
balance between agriculture &

industry. Indeed, all the "Greats" of the time, with the exception of Poe, are from the north. The worst white literary conditions of the north, are better than those of the poor whites in the south. While the Planters spend their time racing horses, drinking & throwing parties, they are a select few, less than 1% of the population. In reality, the typical southerner is much like me, a small prosperous farmer, who owns no slaves, yet admits they are bidisgracefully inferior.

The issue of slavery has been around for so long, I can't quite remember when it began. It caused so many problems, I mean the Civil War is faced on the question of its expansionists the west. Why if the southerners would simply do like we do & work themselves, we wouldn't have the question of

slavery & its expansion. It started when Missouri wanted to enter the Union as a slave state. They came up with the Missouri Comp., which split US in as a slave state, while letting Maine in as a free state, so as not to disrupt the balance in Congress between free & slave states, & also they passed a decision that an imaginary line across the Louisiana Purchase, 36° 30', any thing alive was free & any thing dead slave. Well then we went to war with Mexico, over the S. boundary of Texas. Both wanted the whole thing, because we wanted land, what would become, Calif, Utah, & N. Mex. Of course we won. Mexico lost a 3rd rate army, but then there was the question of slavery in those new territories. Some understood the time, others said let them decide

by popular Sovereignty + the people there
then would vote for what they wanted
Come up with Wilmot Proviso. Cary
entered as a free state + Utah + N. Mex.
Come in a later date by popular Sovereignty
Then Stupid ass Douglas comes
along & wants to build a railroad,
wants to split Nebraska territory into
two, Kansas + Nebraska. In order
to get senate + pass, else no possible
get rid of the 36°30 line. Well the
thing goes through, there is bleeding Kans,
+ we had Kansas, while the yield
Nebraska, + at the border, we drove
a mini Civil war. (Things to come)
See we see they can't let slavery
into the West, because drives us
crazy, + the Fed. Gov. does have
the right to interfere, because when
we morally Wrong to let slavery in West.
Satan said that it is wrong to not
let slavery in West, & a violation of

5th Amendment. Say if slavery doesn't expand it will die & therefore so will the South. This is the whole reason we are in this stupid war. There is no compromise, only we can win.

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